



Course Syllabus

Course Information

Course Title: History of the US to 1877

Subject and Number: AMH2010

Course Description: In this course, students will examine united states history from before European contact to 1877. Topics will include but are not limited to indigenous peoples, the European background, the colonial period, the American revolution, the articles of confederation, the constitution, issues within the new republic, sectionalism, manifest destiny, slavery, the American civil war, and reconstruction. Student learning outcomes: students will describe the factual details of the substantive historical episodes under study; students will identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills; students will demonstrate an understanding of the primary ideas; values, and perceptions that have shaped united states history; and students will demonstrate competency in civic literacy.

Class Number: LOREM IPSUM

Term and Year: LOREM IPSUM

Course Modality: [MDC Modalities](#)

Instructor Information

Name: LOREM IPSUM

Department and Campus: LOREM IPSUM

Office location: LOREM IPSUM

Office hours: *(communicate course office hours with students)*

Phone number: 123-456-7890

Email: LOREM IPSUM

Communication Policy: *(Faculty will establish protocols for communication with students)*

Required Textbook, Course Materials, and Technology

Required course materials: *(Textbook(s), library reserves, shark pack, and/or other required readings. Include ISBN Number and author(s))*

List optional/supplemental materials/OER: LOREM IPSUM

Technology & Technical Skill Requirements: *(Technology tools or equipment students need to complete this course are included)*

Grading Policy & Assessment Methods

List all activities, papers, quizzes, tests, etc. including grading scale used for final grade calculation. Relationships between the final grade and the learner's accumulated points or percentages/weights breakdown for each assessment or component of the course grade.

Include policy on late submissions.

For MDC Live and MDC Online courses, include policy regarding exams (e.g., ProctorU, Respondus Lockdown and Monitor, etc.)

If applicable, include guidelines for extra credit.

Incomplete Grades: [View the college's procedures for Incomplete Grades](#)

Miami Dade College Policies

Attendance Policy: *(Faculty include precise statements about illnesses/emergencies/ tardiness, missed assignments/make-up.)*

Students Rights and Responsibilities: *Policies addressing academic integrity and plagiarism, code of conduct, grade appeals, religious observations, services for students with special needs, student complaints, and other.*

[For more information, visit the Student's Rights and Responsibilities page](#)

Available Support Services & Resources

- [Tutoring Labs and Technology – Learning Resources](#)
- [Virtual Tutoring through Learning Resources or Smarthinking Online Tutoring](#)
- [ACCESS: A Comprehensive Center for Exceptional Student Services](#)
- [Advisement](#)
- [Password and Login Technical Support](#)
- [Technical Support for MDC Live and MDC Online Courses](#)
- [SMART Plan](#)

(Faculty select from the above if applicable and include additional course/campus specific resources)

Available Support Services & Resources

- [Public Safety - Services](#)
- [Hurricane and Other Natural Disasters](#): In the event of a hurricane or other disaster, the class follows the schedule established by the College for campus-based courses. Please visit the MDC website or call the MDC Hotline (305-237-7500) for situation updates.

Course Description

AMH2010 | History of the US to 1877| 3 credits

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Course Competencies

Competency 1:

The student will demonstrate knowledge of European exploration and colonization of the Americas

- Describing the Native American peoples and cultures residing in the Americas prior to 1492.
- Discussing the motivations for European exploration and colonization of the new world.
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Learning Outcomes

- Cultural / Global Perspective

Competency 2:

The student will discuss the motivations for European exploration and colonization of the new world by:

- Comparing and contrasting the first colonies established by the English in America.
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- Describing the different colonial economies and social structures that emerged in the New England, Mid-Atlantic and Chesapeake regions.
- Examining the role of British mercantile policies on the development of the different regions of colonial America.
- Examining the factors leading to the French and Indian War, and how the war affected British and colonial relations.

Learning Outcomes

- Cultural / Global Perspective

Competency 3:

The student will demonstrate knowledge of the American Revolution by:

- Demonstrating knowledge of the American Revolution.

- Examining the varied methods employed and arguments used by American colonists to oppose British policies.
- Describing the key events that led to the outbreak of the American Revolutionary War and the Declaration of Independence in context.
- Describing the key events that led to the outbreak of the American Revolutionary War and the Declaration of Independence in context.
- Evaluating the social, political, and economic changes that resulted from the American Revolutionary experience.

Learning Outcomes

- Cultural / Global Perspective

Competency 4:

The student will demonstrate knowledge of the early American republic by:

- Demonstrating knowledge of the early American republic.
- Describing the structure and weaknesses of the Articles of Confederation government.
- Discussing the ideological debates and compromises that shaped the development of the U.S. Constitution in 1787.
- 4. Discussing the ideological debates and compromises that shaped the development of the U.S. Constitution in 1787.
- Examining the ideological shift of power in 1800, characterized by the election of Jefferson.
- Discussing the relationship between territorial expansion resulting from the Louisiana Purchase, the acquisition of Florida, and the expansion of slavery.
- Identifying the causes of the War of 1812, and the outcomes of the conflict

Learning Outcomes

- Cultural / Global Perspective

Competency 5:

The student will demonstrate knowledge of the Jacksonian Era, and the institution of slavery in the antebellum south by:

- Demonstrating knowledge of the Jacksonian Era, and the institution of slavery in the antebellum south.
- Describing the rise of the second American two- party system.
- Describing the abolitionist, feminist, public school, and prison reform movements.
- Examining the economic, political, and social structures of southern society to 1860.
- Examining the economic, political, and social structures of southern society to 1860.
- Examining U.S. relations with the various Indian nations from the early 18th century through the Civil War era

Learning Outcomes

- Cultural / Global Perspective

Competency 6:

The student will demonstrate knowledge of the origins of the Civil War by:

- Describing the concept of Manifest Destiny as a spirit of the age.
- Outlining the development of railroads, canals, and roads in the 19th century.
- Discussing the mobilization of American peoples and cultures for war in 1861.
- Appraising the strengths and weakness of Confederate and Union war efforts.

- Identifying the factors that allowed the Union to achieve victory in 1865 and the social, economic, and political effects of the war on American peoples.
- Examining the social, political, and economic
- consequences of Lincoln's Emancipation Proclamation and the impact of Lee's surrender at Appomattox

Learning Outcomes

- Cultural / Global Perspective

Course Competency 7:

The student will show a comprehension of the era of Reconstruction by:

- Examining the impact of Lincoln's assassination in April 1865 on the different plans for reconstructing the South.
- Describing the growing conflict between
- southern whites and freedmen over the status of African- Americans in the post war South. Discussing the social, economic, and political consequences of the halting of Reconstruction in 1877.

Learning Outcomes

- Cultural / Global Perspective